



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

## Educational Writings

### I. PERIODICAL LITERATURE ON SUPERVISED STUDY DURING THE LAST FIVE YEARS

KARL J. HOLZINGER  
University of Chicago High School

#### INTRODUCTION

Increased interest in supervised study during the last five years has grown out of the fact that pupils in surprisingly large numbers are unable to secure satisfactory results during periods of independent study. Inasmuch as the efficiency of a school is measured to a very large extent by the progress of its pupils, it is a matter of first importance that pupils be taught to study independently and intelligently. The progress which has been made in this field has been reflected in periodical literature contributed largely by high-school principals. These discussions of supervised study have centered largely about the following phases of the problem: (1) the organization and administration of supervised study; (2) descriptions of particular plans in operation; (3) the technique of supervising study periods; and (4) the evaluation of the results of supervised study. This paper is concerned with a brief résumé of the significant articles which have been written and with the important tendencies which appear.

#### I. GENERAL EDUCATIONAL AND ADMINISTRATIVE PHASES

*Needs for supervised study.*—Principal G. W. Willett<sup>1</sup> has made a summary of the needs for supervised study as seen by various writers. In general, it is felt that the home is not as effective a place for study as the schoolroom, where better provision can be made for study conditions, including adequate equipment, regular study periods, and the guidance of individual differences among pupils. It is important that the conditions for effective study be made as favorable as possible. If traditional methods are inadequate, the school should not fail to give serious consideration to plans which promise more effective results.

*Amount of time devoted to study.*—Several writers have tried by means of student questionnaires to determine the amount of time spent in study by pupils at home and in school. Mr. F. M. Giles<sup>2</sup> found that 25 per cent of the students reporting had no definite time for study at home, while 50 per cent had no definite room. Mr. W. M. Proctor<sup>3</sup> had the pupils fill out schedules for school

<sup>1</sup> G. W. WILLETT, "Supervised Study in High Schools," *School Review*, XXVI (April, 1918), 259-72.

<sup>2</sup> F. M. GILES, "Investigation of Study Habits of High-School Students," *School Review*, XXII (1914), 478.

<sup>3</sup> W. M. PROCTOR (Stanford University), "Home- and School-Study Time of 1,661 Pacific Coast High-School Pupils," *School and Society*, VI, No. 151 (November 17, 1917), 596.

work and home study. Two types of schools were investigated: those having the assembly-hall plan of school study, and those having the double-period plan of supervised study. The average home-study time reported by the assembly-room group was 71 minutes per day and 54 minutes by the double-period group. The time devoted to study during school hours by the assembly-hall group was 86 minutes per day and 115 minutes by the supervised group. Thus the total time for the supervised group was 12 minutes per day longer than for the assembly group. On the basis of these results there seems to be little economy of time in supervised study in the schools in which these investigations were made. The important question which arises in this connection is, Was the quality of the work better in the case of the supervised study group?

Regarding the introduction and organization of supervised study Mr. C. Ross<sup>1</sup> suggests that the following are prerequisite to effective progress in supervised study: a 50- or 60-minute period, large study room, good equipment, and expert teachers. The divided-period plan is regarded as most desirable. This plan should be gradually introduced while the community is being convinced of its desirability. Mr. Ross recommends that pupils be divided into three groups of ability and given differentiated supervision. This plan has been tried by several schools. The University High School and Lewis Institute of Chicago have tried the experiment of dividing pupils into "slow," "medium," and "fast" sections, each advancing at its own rate. As yet no final quantitative results have been reported. This plan unquestionably enables teachers to adapt assignments and study problems to the respective needs of various pupils far better than does the usual plan of undifferentiated class organization.

Professor Hall-Quest<sup>2</sup> urges that supervised study be under the direction of the teacher of the particular subject supervised. This recommendation finds justification in the fact that each subject has special study-problems which should be seriously considered both by the teacher and the pupils. Again it is emphasized that the class hour be lengthened, and the divided-period plan be used. The longer school day will mean less home study. As before, the caution is made to introduce the plan gradually, and to prepare the community for it. Furthermore, teachers should study the psychology of the particular subjects supervised. Desirable books for such studies are Judd's *Psychology of High-School Subjects* and Freeman's *How Children Learn*.

*Development of the supervised-study movement.*—Excellent summaries of the development of the supervised study movements are to be found in the writings of Mr. E. R. Breslich,<sup>3</sup> Mr. C. Ross,<sup>4</sup> and Mr. G. W. Willett.<sup>5</sup> Mr. Ross mentions several books which are very influential in stimulating the directed study movements. These include McMurray's *How to Study*, Earhart's

<sup>1</sup> C. ROSS, "The Problem of Supervised Study in the Grades," *Education*, XXXIX (April, 1919), 457-70.

<sup>2</sup> A. L. HALL-QUEST, "How to Introduce Supervised Study," *School Review*, XXVI (May, 1918), 337-40.

<sup>3</sup> E. R. BRESLICH, *Thirteenth Yearbook of the National Society for the Study of Education*, Part I (1914), 32-72.

<sup>4</sup> C. ROSS, "The Problem of Supervised Study in the Grades," *Education*, XXXIX (April, 1919), 457-70.

<sup>5</sup> G. W. WILLETT, "Supervised Study in High Schools," *School Review*, XXVI (April, 1918), 259-72.

*Teaching Children How to Study*, Sach's *American Secondary School*, and Hall-Quest's *Supervised Study*. At the present time there are about 25 books of this nature available. Mr. Breslich gives an excellent account of the historical development of the study movement, with a summary of the various plans that have been tried. The list is further supplemented by Mr. Willett and others. Some 15 plans have been described, but in recent years only a few have been emphasized.

*Summary.*—The literature shows that considerable importance is attached to the needs for supervised study. These needs are revealed through the experiences and opinions of various writers, or are brought out in student questionnaires. While the questionnaire method may be somewhat doubtful, it nevertheless indicates some of the possibilities in substituting school study for home study. The total time devoted to study by pupils is probably less than two hours daily, although the questionnaire method shows about two and three-quarters hours daily. In introducing supervised study, the lengthened, divided period is recommended. The gradual introduction of the plan and the stimulation of favorable public opinions are urged. Attempts to divide pupils into different groups of ability are attracting a large amount of attention and the results of these experiments will doubtless prove of great significance. Descriptions of the development and nature of study plans reveal the large influence exerted by certain books on teaching how to study.

## II. ACCOUNT OF PLANS IN OPERATION

*Classification of plans.*—Of the many plans tried in the last few years, three are most prevalent at the present time. These are the double period, the divided period, and the hourly period coming daily or weekly. While the lines of distinction between these plans are not clearly marked, yet some such classification is convenient in discussing the large number of plans now in operation.

*A. The double-period plan.*—One of the very earliest double-period plans is that reported by Mr. J. S. Brown.<sup>1</sup> A 90-minute period, divided between recitation and study, was first tried in mathematics and languages and later extended to other subjects. It may be pointed out here that mathematics and languages appear to lend themselves most readily to supervised-study movements. The double-period plan described by Mr. A. C. Roberts,<sup>2</sup> consists of a 4-period day with 90-minute periods divided equally between study and recitation. Half of the students recite first and then study, while the other half study first and then recite. The present tendency in the double, as well as in the divided, period is to have the recitation come first. The plan has met with the general approval of the parents, and home study has been largely eliminated.

The laboratory-recitation plan discussed by Mr. I. M. Allen<sup>3</sup> is a variation of the double-period scheme. A 90-minute period is divided into two or three parts, according to the character of the work undertaken by the class. A laboratory teacher supervises the preparation of lessons, assignments for which appear in

<sup>1</sup> J. S. BROWN, "Supervised Study in High Schools," *School and Home Education*, XXXIV (February, 1915), 207-12.

<sup>2</sup> A. C. ROBERTS, "Supervised Study in the Everett High School," *School Review*, XXIV (December, 1916), 735-45.

<sup>3</sup> I. M. ALLEN, "Experiments in Supervised Study," *School Review*, XXV (June, 1917), 398-411.

manuals. When sufficiently prepared, the pupils are taken from the laboratory teacher to the co-operating recitation teacher who conducts the lesson not only on the basis of the preparation which immediately preceded, but also upon work prepared several days earlier. It seems that several changes have recently been made in this plan, particularly in shortening the length of the period, to relieve the strain on teachers and pupils. Another variation of the double-period plan is found in the discussion by Mr. J. E. Erickson.<sup>1</sup> Here the school day was divided into five periods of 80 minutes each.

A tendency which is revealed in the articles just referred to, and which bears directly on the next plan to be discussed, is that of shortening the double period. In fact the double- and divided-period plans are not essentially different except for the time element. The fact that a 90-minute period sometimes proves too great a strain on pupils and teachers may account in part for the much greater popularity of the shorter divided-period plan. The strong points in favor of the double-period plan are that the pupils are given adequate time to prepare their work, can concentrate on a few subjects, and can cover the ground thoroughly. The disadvantages of the plan are that the 4-period day is hard to administer, and the long periods result in too much strain on teachers and pupils.

*B. Divided-period plans.*—In contrast with the relatively few cities having the double-period plan, we find a very large number having some form of the shorter divided period, usually 60 minutes in length. Mr. W. M. Proctor<sup>2</sup> found that 21 out of 31 western schools employed the 60-minute divided period while only one of the 10 remaining had a 90-minute period. Fifteen of the 20 cities had the 60-minute period divided into a recitation period of 40 minutes and a study period of 20 minutes. In the literature reviewed for this article, 22 cities, widely distributed over the country, used the 60-minute period, 5 employed the longer double period, while 3 had some form of the daily or weekly study hour. Of the 22 cities using the 60-minute period, 16 employed the 40-20 divisions. These findings show clearly that the 60-minute period with 40 minutes for recitation followed by 20 minutes of supervised study is by far the most prevalent plan.

In an account of a 60-minute divided-period plan, Mr. A. S. Martin<sup>3</sup> points out the necessity for a longer school day. A 6-period day according to the author "provides a school day long enough to do all the required work in school and eliminates the evil of home study." Failures were said to be reduced 50 per cent by the plan, higher marks were received throughout, school discipline was improved, and particular emphasis was made of the fact that the school buildings were used longer.

The plan described by Mr. T. R. Cole<sup>4</sup> consists of five instead of six 60-minute periods a day. Home study is not eliminated, but directed. Only 20 minutes of each period are devoted to supervised study. Two characteristics of

<sup>1</sup> J. E. ERICKSON, "The Results of Supervised Study in the Houghton, Michigan, High School," *School Review*, XXIV (December, 1916), 752-58.

<sup>2</sup> W. M. PROCTOR, "Supervised Study on the Pacific Coast," *School and Society*, VI, No. 142 (September 15, 1917), 326-28.

<sup>3</sup> A. S. MARTIN, "Long School Day and Directed Study," *Education*, XXXIX (November, 1918) 158-63.

<sup>4</sup> T. R. COLE, "One Year of Supervised Study," *School Review*, XXV (May, 1917), 331-36.

the supervision were: first, to find the source of the pupil's difficulty; and second, to guide him over it without giving too much assistance. Mr. Cole reported a 25 per cent increase in the number of subjects taken by pupils, improvement in the number of subjects passed, reduction in the number of failures, and a decrease in the cost.

In defense of the divided-period plan Mr. H. C. Hines<sup>1</sup> points out that it shortens the recitation without damage, and provides for study immediately before or after a recitation on the subject. An administrative advantage is that a 60-minute period interferes less with the usual program of studies than a longer period. Also wider differentiation is permitted, inasmuch as a 6-period day is more flexible than a 4- or 5-period day.

The chief objection offered to the 60-minute plan is that the time for both recitation and study is too short. Many pupils work slowly and can only get a good start on the study of the lesson in the time allotted. The result is that they have to take most of their work home in the form of "dabs" left over, which means longer study time in the end. Another disadvantage is that it too frequently degenerates into 60 minutes of recitation and no supervised study. Teachers not trained or particularly interested in the study problem are quite willing to use the whole period for recitation. The result is that the pupil's school-study time is consumed, and he must spend a proportionately greater amount of time in home preparation. This quite defeats the aim to eliminate much home study.

*C. Hourly study periods.*—Mr. G. L. Harris<sup>2</sup> gives a detailed account of the separate "study class" period as developed by Mr. Breslich in the University of Chicago High School. The study classes have a regular place on the school program, usually near the end of the day. Each department has a regular instructor in charge of the study class for that particular subject. A technique for study supervision is worked out by the teacher in co-operation with other members of the department. Study class records and exchange slips for transfer to other departments have been devised. The variety of pupils coming to the study class for one reason or another makes the function of the period chiefly a method of treating individual differences in pupils. Home study has been greatly reduced and general improvement shown in the class work. A plan somewhat similar to the above is the "deficiency period" described by Mr. C. H. Nielson.<sup>3</sup>

Mr. L. I. Loveland<sup>4</sup> gives an account of a supervised study hour at the end of the school day. Students making over 90 in their school work were dismissed before the final study period. This provision is based on the assumption that the pupil who gets high marks has learned how to study and needs no further help. This seems to be a dangerous assumption, but the exigencies arising in connection with supervised study in general have led teachers and principals to

<sup>1</sup> H. C. HINES (Iowa State University), "Supervised Study in the Junior High Schools," *School and Society*, VI, No. 149 (November 3, 1917).

<sup>2</sup> G. L. HARRIS, "Supervised Study in the University of Chicago High School," *School Review*, XXVI (September, 1918), 490-510.

<sup>3</sup> C. H. NIELSON, "An Innovation in Supervised Study" (Editorial Comment), *School Review*, XXV (March, 1917), 220.

<sup>4</sup> L. I. LOVELAND, "Supervised Study," *School Review*, XXIII (September, 1915), 489-90.

overemphasize the needs of the backward pupil and neglect the bright one. It needs no argument to show that high marks may be obtained although ineffective study methods are employed. The bright pupil ought to have the same opportunities for study-guidance that the poor student has. The business of making bright pupils brilliant is surely not less important than of making dull pupils passable.

Mr. A. W. Burr<sup>1</sup> believes that the difficulties and needs for better study may be best met, not by a great change in school conditions as they now are, but by the "use of the regular class period, sometimes for recitation and sometimes for study." A study card is recommended. This contains six points to be kept in mind by a pupil when studying his lesson. No records are to be taken during the supervised study. The pupil is to be put off his guard so that he will really reveal himself to the teacher. The advantages of this scheme are that it adds nothing but variety to the teacher's work, is a flexible plan, does not disturb the rest of the system, and surely is no greater expense. Mr. Burr outlines a fivefold program for preparing teachers to carry on supervised study. The chief points to be emphasized in teacher-training are: (1) careful introspection on the part of the teacher as to his own thought and study process; (2) an intimate study of the habits and interests of pupils; (3) a knowledge of psychology, general and applied; (4) a thorough knowledge of the best methods of study; (5) a clear understanding of the aim of each unit of work assigned.

*Summary.*—By way of general summary it may be pointed out again that the study plan receiving most attention in the literature at the present time is the 60-minute divided-period plan with 40 minutes for recitation and 20 minutes for study. While direct comparisons will not reveal any great superiority of the divided-period plan over the others described, it appears, nevertheless, that it has administrative advantages and imposes less strain than longer periods. The hourly and weekly periods are difficult to compare with the divided-period plan, but the success of the former has been so gratifying in some cases that the more complicated plans will have to justify their greater expenditure of time and energy in a very concrete way. Furthermore, the fact that these plans emphasize the importance of making detailed studies of the difficulties encountered by pupils is greatly to their credit.

While the total elimination of home study is advocated by some principals, and even accomplished, the general desirability of no home study has not yet been adequately demonstrated. Most successful teachers agree that some home study is necessary in order to have the school work effectively completed and to afford desirable occupation for pupils in the evening. The amount and nature of the home work best suited to pupils of the present day are problems that remain to be solved.

What actually goes on in the classroom during the "supervised study" period is rarely indicated in the plans discussed. We may infer from this that the technique of supervision is still in the formative stage and has hardly kept pace with the administrative phases of the study plans. The introduction of supervised study by subjects, however, has led to the development of some technique in particular subjects.

<sup>1</sup> A. W. BURR, "Directed Study," *School Review*, XXVII (February, 1919), 90-100.

## III. SUPERVISED STUDY TECHNIQUE

Someone has suggested that it is impossible to teach anyone how to teach someone else how to study. However difficult this may be, it yet remains the most important task in the supervised study movement. It is generally agreed that the same teachers should conduct recitations and supervise the study period in their particular subjects. The reasons are obvious. Recitation and study are but two closely related phases of the same learning process, and intimate acquaintance with both is essential to the wise direction of either. If this be granted, the next problem that arises is the training of regular teachers for the expert supervision of study. In this connection several writers have indicated the need for either a general technique, applicable to all subjects, or a special technique for each subject.

Mr. E. D. Merriman<sup>1</sup> has outlined a general technique for supervised study applicable to any subject. General and specific suggestions are made in outline form. These provide for considerably more than the activities of study period alone. Helpful suggestions appear under the section "Individual Help and Guidance." The pupil is engaged in reading the text, memorizing material, or in various forms of activity necessary to master the assignment. The teacher is engaged in inspecting the individual work of the students and correcting or checking erroneous methods used by the pupils. Definite suggestions are made which might well serve as the basis for a more complete study technique for special subjects. Mr. Merriman advocates the distribution of general printed directions for efficient study and frequent discussions with the class regarding study technique. Another excellent contribution to the technique of supervised study appears in a brief worked out by Mr. G. W. Willett.<sup>2</sup> This brief gives many valuable suggestions to teachers new to supervised study.

Printed study helps or directions constitute a concrete device for aiding in supervised study. Mr. Giles<sup>3</sup> gives a list of nine "points" with some descriptive detail under each. Mr. Burr<sup>4</sup> advises the use of a study card with six suggestions for efficient study. The University of Chicago High School has a very good list of study helps of a similar character. These study directions are posted on the bulletin board, distributed among the students, and in some cases printed in the pupils' textbooks.

The printed manuals described by Mr. Allen<sup>5</sup> in connection with his laboratory technique are suggestive in devising a technique for different high-school subjects. Examples are given of the algebra and Latin manual. They contain directions, problems, and questions. At the time they are handed to the students provision is made for "auto-assignment" of lessons. Pupils are checked on the manual work before going into the recitation group.

---

<sup>1</sup>E. D. MERRIMAN, "Technique of Supervised Study," *School Review*, XXVI (January, 1918), 35-38.

<sup>2</sup>G. W. WILLETT, "Supervised Study Technique," *Midland Schools*, March, 1918.

<sup>3</sup>F. M. GILES, "Investigation of Study Habits of High-School Students," *School Review*, XXII (April, 1914), 478.

<sup>4</sup>A. W. BURR, "Directed Study," *School Review*, XXVII (February, 1919), 90-100.

<sup>5</sup>I. M. ALLEN, "Experiments in Supervised Study," *School Review*, XXV (June, 1917), 398-411.



Technique for special subjects has been worked out by Mr. Breslich<sup>1</sup> in mathematics, by Miss Mabel Simpson<sup>2</sup> in eighth grade history, and Mr. G. E. Rickard<sup>3</sup> in high-school history. Miss Simpson presented a demonstration lesson in American history following the general plan of attack advocated by Professor Hall-Quest. Mr. Rickard worked out a detailed technique for testing the relative efficiency of class recitation and supervised study in history. Careful descriptions of classroom procedure were given for both recitation and study groups. By comparing supervised and unsupervised groups several valuable comparisons were brought out.

*Summary.*—The technique of directing the study habits of children does not appear to have progressed very far. General and specific recommendations with a few schemes for particular subjects constitute the chief written contributions. There is clear recognition of the fact, however, that supervised study means vastly more than merely observing pupils while they study or offering a few trite suggestions. The use of printed study helps distributed among the pupils appears to find wide favor. It is possible that special teachers can be trained to supervise study periods, but the recent tendencies to shorten the class period suggests that it has been found practicable to bring both recitation and study within the scope of the work of one teacher. In view of these tendencies the development of a study technique, which is available to teachers relatively untrained in supervised study, constitutes a very important problem.

#### IV. EVALUATION OF THE RESULTS

In evaluating the results of supervised study, mention has been made of student questionnaires now used rather extensively. It has also been indicated that the results have usually been expressed in terms of a reduced number of failures and an increase in high marks. These results are often based on the ordinary examination marks and class records, and do not take into account many variable factors involved. On the other hand, a few studies have been made of a somewhat exact quantitative character.

Dr. F. S. Breed<sup>4</sup> after summarizing the investigations of other recent writers outlined two plans by which the results of supervised study can be evaluated. The first plan provided for one teacher with two sections of equal size and ability (one supervised and one unsupervised). Half way through the course the groups were reversed. The second plan provided for two teachers, and, being more complicated, was not so generally chosen in the experiments. Tests were given at certain intervals of progress. The results of the investigation showed that "for whole classes, supervised study of the type tested was slightly less efficient in first-year algebra, was much less efficient in English composition, and was much more efficient in first-year Latin, than non-supervision." Poor pupils

<sup>1</sup> E. R. BRESLICH, *Thirteenth Yearbook of the National Society for the Study of Education*, Part I (1914), 32-72.

<sup>2</sup> MABEL SIMPSON, "The Divided-Period Plan of Supervised Study in American History," N. E. A. Report, 1919 (Chicago).

<sup>3</sup> G. E. RICKARD, *Some Aspects of Supervised Study*, Master's Thesis, University of Chicago.

<sup>4</sup> F. S. BREED, "Measured Results of Supervised Study," *School Review*, XXVII (March and April, 1919), 186-204; 262-84..

were helped, but good pupils were retarded. Dr. Breed recommends that divided- and double-period plans should not be urged for general adoption until their efficiency is more clearly demonstrated. The advocates of these plans will doubtless answer that technique of supervision may have been at fault. It seems clear that many more such studies are needed to locate the specific problems and help in their solution.

Earlier studies by Mr. E. R. Breslich<sup>1</sup> and Mr. J. H. Minnick<sup>2</sup> show that the supervised group in mathematics made better progress than the unsupervised group. Mr. Breslich found that the supervised group started in more slowly, but that it overtook and passed the other class. On the basis of his experiments he has successfully omitted much of the former home work in high-school mathematics.

On the basis of the quantitative results already obtained, there does not seem to be great superiority of supervised over non-supervised study. Under present conditions, reliable conclusions can only be based upon a large number of experiments conducted under strictly experimental conditions. For this purpose it is necessary to arrange for the proper selection of a control group, a standardized technique in both supervised and non-supervised groups, and a scientific method of testing, compiling, and interpreting the results of the investigation.

#### CONCLUSION

The foregoing review of the periodical literature on supervised study reveals clearly that considerable progress has been made. The relation of the supervised study period to the recitation has been quite definitely determined. The responsibility of the regular classroom teacher for the development of effective study habits on the part of pupils has been clearly recognized. A large amount of attention has been given to provision of study helps, daily programs, etc. The most urgent problem which presents itself for solution at this time is the development of a technique for improving the study habits of pupils. Before this problem can be adequately solved, teachers must analyze study problems in detail, they must test the accomplishments of pupils to find wherein the difficulties lie, and they must devise means for improving the results. It is encouraging to note that hundreds of progressive teachers are attacking these problems intelligently and persistently. Out of these investigations there are sure to develop many other constructive suggestions concerning the methods of improving the study habits of pupils.

## II. COMMENT ON CURRENT EDUCATIONAL PUBLICATIONS

### SOME RECENT BOOKS OF INTEREST TO TEACHERS OF HISTORY IN THE ELEMENTARY SCHOOL

Rand McNally and Company have recently published a textbook<sup>3</sup> in United States history for the upper elementary grades which should appeal to those

<sup>1</sup> E. R. BRESLICH, *Thirteenth Yearbook of the National Society for the Study of Education*, Part I (1914), 32-72.

<sup>2</sup> J. H. MINNICK, "An Experiment in the Supervised Study of Mathematics," *School Review*, XXI (December, 1913), 670-75.

<sup>3</sup> W. H. MACE and GEORGE PETRIE, *American School History*. Chicago: Rand McNally & Co., 1919. Pp. xcvi+470.

interested in up-to-date material in this field. The wide use of Mace's *School History of the United States*, published by the same company a number of years ago, convinced both the author and the publisher that a new book in the same field would be welcomed by those interested in a textbook in history for the upper elementary grades. It should be said at the outset that the new book is something more than a revision of the old one. The authors state in the preface that they have not hesitated to draw on the old book freely whenever a sentence in it, or a paragraph, or a word picture seemed to express an idea just as they wished it put. Some illustrations from the old book have been used in the new. In all other respects the book under review is a new one, and has many of the characteristics of a good textbook. The paragraphs are brief, the sentences short, and the language is simple. The general organization is a teachable one. The illustrations and maps are ample and well selected.

A recent publication which one must classify as a revision is Woodburn and Moran's after-the-war-edition of their *Elementary American History and Government*<sup>1</sup> first published in 1910. In the new edition the general organization of the field is the same as in the original one. The most notable changes in the present edition are found in the period since the Civil War. Nine chapters are devoted to this period in the work under review, whereas but three chapters are found in the earlier editions. Much of this new material deals with the World War and problems of reconstruction. Users of any one of the old editions of this book should not fail to secure a copy of the new one because of the abundance of up-to-date material it contains.

The Macmillan Company have recently added another history of the United States to their already large list.<sup>2</sup> *A History of the United States* by John P. O'Hara seems to have been written for Catholic schools, although this fact is not so stated in the preface. Other than giving especial attention to the early missionaries, the first half of this text differs very little from others published by this company. In the last half of the text one does not notice any particular emphasis to the work of the Catholics. The text as a whole is a conservative treatment of the traditional topics in American history. It contains little to justify its appearance in a field which is already crowded with material of the same or similar nature.

Suitable supplementary reading material in the field of elementary-grade history is by no means too plentiful. Up-to-date biographies interestingly written are always welcomed by grade teachers. *American Leaders, Book I*<sup>3</sup> is the first of two companion volumes which describe the lives of about forty national leaders living within the period of our history since about 1765. The volume under review contains interesting material relating to twenty leaders of national importance, beginning with Franklin and ending with Fremont. The treatment and style is adapted to Grade V. While not definitely so stated, it seems that the author expects Book I to be used in the first half of Grade V and Book II in the second half. It is to be hoped that the volumes will be so used, for they certainly contain much material of interest and value to children in these grades.

<sup>1</sup> J. A. WOODBURN and T. F. MORAN, *Elementary American History and Government*. New York: Longmans, Green & Co., 1919. Pp. li+517. \$1.20.

<sup>2</sup> JOHN P. O'HARA, *A History of the United States*. New York: Macmillan Co., 1919. Pp. xii+461.

<sup>3</sup> WALTER LEFFERTS, *American Leaders, Book I*. Philadelphia: J. B. Lippincott Co., 1919. Pp. iv+329.

*Great Deeds of Great Men*<sup>1</sup> is a little book with a rather unique purpose. It is planned to give pupils in the intermediate grades an idea of how the world came to be known as it is today. To do this, the stories of the achievements of the world's greatest discoverers, explorers, and conquerors have been used. In all there are twenty-four of these stories—all well told. Darius, the King of the Wise Men, is the subject of the first story. Pericles, Alexander, Caesar, Alaric, Clovis, Charlemagne, Alfred, Columbus, Washington, Napoleon, Lincoln, and Peary along with a number of other world characters are also subjects for similar stories. Much use has been made of illustrations and maps throughout the book. The stories are interestingly and concretely told. They should appeal to children in the intermediate grades.

The history work in the first two grades quite generally centers around holiday celebrations. Suitable material for this work is in great demand. Primary teachers will welcome a recent book in this field.<sup>2</sup> In *History Stories for Primary Grades* one finds stories for the first grade, stories for the second grade, and stories for the third grade. The stories for each of these grades are intended for the use of the teacher and the parent in oral instruction. The writer knows of no better collection of similar material. The book should find an immediate place on the desk of primary teachers.

Authors of dramatic readers for the third and fourth grades are beginning to make use of historical material. *Little American History Plays for Little Americans*<sup>3</sup> is an example of this use. In all, this little book contains twenty-seven plays about real people—men, women, and children who did things which helped to make our country what it is today. It is the author's intention that the plays shall be acted in the schoolroom, for which purpose they are well adapted. In spite of the quality of material of this nature, however, the question always arises as to the advisability of placing ready-made plays in the hands of children when they themselves can make such good ones under the direction of a competent teacher.

Some years ago Lucy Fitch Perkins began her twin series. While these books are intended for supplementary reading material in geography, many of them have value to the history teacher as well. *The French Twins*<sup>4</sup> is the latest one of the series to appear. It is intended for Grade VII and contains material on the life and activities of the French in and near Rheims during the Great War. The story is very interestingly told. It depicts the necessary part played by women, children, and old people during the war. At a time when there is so much interest in France and the French, the book is sure to find a large audience.

---

<sup>1</sup> EVIE CORNEY and G. W. DORLAND, *Great Deeds of Great Men*. Boston: D. C. Heath & Co., 1919. Pp. vi+236.

<sup>2</sup> JOHN W. WAYLAND, *History Stories for Primary Grades*. New York: Macmillan Co., 1919. Pp. ix+212.

<sup>3</sup> ELEANORE HUBBARD, *Little American History Plays for Little Americans*. Chicago: Benjamin H. Sanborn & Co., 1919. Pp. vii+182.

<sup>4</sup> LUCY FITCH PERKINS, *The French Twins*. Boston: Houghton Mifflin Co., 1918. Pp. viii+202. \$0.60.

*A book on the use of mental tests.*—Both group and individual mental tests are being used with increasing frequency to determine the abilities of school children. Their use in the quantitative study of individual differences has already given promise of great improvements in the classification of pupils, in the detection of specific disabilities or talent in school subjects, in the differentiation of courses of study, and in the improvement of marking systems and methods of promotion. The use of such tests has been hampered, however, by the fact that school children were not informed as to the methods and results obtained from using them.

During the past five years Professor Terman has contributed three very important publications on mental tests. He has standardized and adapted to our conditions, the Binet-Simon Intelligence Scale. He has described in great detail how to use and interpret this scale in a book called *The Measurement of Intelligence*. He has contributed to the scientific study of such problems through his technical description of the design of such a scale in the Stanford Revision of the Binet Scale.

He has just issued a new book<sup>1</sup> addressed to school teachers and administrators, which supplies new facts concerning the results of using the Stanford-Binet Scale with many thousands of school children. The book is first a very helpful summary and illuminating interpretation of such results. There are four chapters which deal with the amount and significance of individual differences in kindergarten children, children in the first grade, in the fifth grade, and in the first year of high school. Secondly, the book presents results and conclusions of far-reaching importance to school practice which have not hitherto been available. For example, it reports evidence which shows the constancy with which the mental status of a pupil is established throughout his school career; the intelligence quotient is shown to be constant through the grades. Important conclusions are developed concerning the mental status of retarded and accelerated children. He points to a new mode of thinking about such children by saying that pupils who are retarded on a basis of an age-grade classification are really accelerated on the basis of mental age classification. Similarly, pupils formerly grouped as "accelerates" are shown to be forced by our present methods of classification to study material which is one to three years below their actual mental level. In the same fashion he studies the problem of elimination of pupils from school and mental age. For the first time we have definite and conclusive evidence that "elimination is selective." Detailed analyses are reported with careful illustrative material of individual discrepancies between mental ages and teachers' ratings of their pupils. A very close agreement between standing in the test and standing in school subjects is revealed by the use of careful and well-supervised testing, such as has been carried on by Professor Terman and his students.

---

<sup>1</sup> LEWIS M. TERMAN, *The Intelligence of School Children*. Boston: Houghton Mifflin Co., 1919. Pp. xx+317. \$1.75.

*A book on social games and group dances.*<sup>1</sup>—This volume will be found useful by teachers who take an interest in playground activities, by workers in social centers, and by parents eager to know amusements other than ballroom dancing which children and young people will enjoy. The work is divided into three parts: (1) social games; (2) group dances; (3) singing games and dances especially adapted to children. Instead of consuming space with an abstract discussion of play and dancing, the authors give their attention almost wholly to concrete descriptions of a large number of games and group dances, all of which have stood the test of experience. The directions for conducting these amusements are stated so clearly that no one will have any difficulty in introducing them. The more complicated games and dances are explained with the aid of illustrations; in a few instances diagrams are also supplied.

In general, the games described are stirring in character and call for healthful forms of physical activity. The chapter on "Active Games of Tag" is especially good. A highly commendable feature of the book is the inclusion of piano scores with the group and children dances. The book has a brief bibliography of books and articles on dancing and singing games. Unfortunately it contains no index. Paper, binding, and print are of fair quality. The volume itself is a distinct contribution to its field.

H. C. HILL

### III. CURRENT PUBLICATIONS RECEIVED DURING THE PAST MONTH

#### A. GENERAL EDUCATIONAL METHOD, HISTORY, THEORY, AND PRACTICE

*French Educational Ideals of Today.* Edited by Ferdinand Buisson and Frederic Ernest Farrington. Yonkers-on-Hudson, New York: World Book Co., 1919. Pp. xii+326. \$2.25.

HUNTER, WALTER S. *General Psychology.* Chicago: University of Chicago Press, 1919. Pp. xiii+351. \$2.15.

MARCH, NORAH H. *Towards Racial Health.* New York: E. P. Dutton & Co., 1919. Pp. xiii+320. \$2.00.

NEWTON, A. W. *The English Elementary School.* New York: Longmans, Green & Co., 1919. Pp. viii+299. \$2.00.

PARKER, SAMUEL CHESTER. *General Methods of Teaching in Elementary Schools.* Boston: Ginn & Co., 1919. Pp. xx+332. \$1.60.

STARCH, DANIEL. *Educational Psychology.* New York: Macmillan Co., 1919. Pp. ix+473.

TERMAN, LEWIS M. *The Intelligence of School Children.* Boston: Houghton Mifflin Co., 1919. Pp. xxii+317. \$1.75.

---

<sup>1</sup>J. C. ELSOM and BLANCHE M. TRILLING, *Social Games and Group Dances*, with an introduction by M. V. O'Shea. Philadelphia: J. B. Lippincott Co., 1919. \$1.75 net.

B. BOOKS PRIMARILY FOR ELEMENTARY-GRADE  
TEACHERS AND PUPILS

- HAMILTON, SAMUEL. *Hamilton's Essentials of Arithmetic*, First Book. New York: American Book Co., 1919. Pp. 368. \$0.52.
- HAMILTON, SAMUEL. *Hamilton's Essentials of Arithmetic*, Second Book. New York: American Book Co., 1919. Pp. 432+xxvii. \$0.68.
- HIGGINS, JAMES. *Stories of Great Heroes*. New York: Macmillan Co., 1919. Pp. xv+142. \$0.60.
- KERN, O. J. *Outlines of Course of Instruction in Agricultural Nature Study for the Rural Schools of California*. Berkeley, California: College of Agriculture, University of California, 1919. Pp. 55.
- KERN, O. J. *Outline Studies on the School Garden, Home Garden, and Vegetable Growing Projects*. Berkeley, California: College of Agriculture, University of California, 1919. Pp. 63.
- LEWIS, HOMER P. *The A. B. C. Primer*. Philadelphia: J. B. Lippincott Co., 1910. Pp. 128. \$0.50.
- O'HARA, JOHN P. *A History of the United States*. New York: Macmillan Co., 1919. Pp. xii+461. \$1.20.

C. BOOKS PRIMARILY FOR HIGH-SCHOOL TEACHERS AND PUPILS

- CHAMBERLAIN, A. H., and J. F. *Thrift and Conservation*. Philadelphia: J. B. Lippincott Co., 1919. Pp. 272. \$1.40.
- CHANNING, EDWARD. *Students' History of the United States*. New York: Macmillan Co., 1919 (fourth revised edition). Pp. xxxi+627+xxix.
- CHANNING, EDWARD. *The United States in the Great War*. Supplement to *Students' History of the United States*. New York: Macmillan Co., 1919. Pp. 599-627.
- DAVIS, KARY CADMUS. *Horticulture*. Philadelphia: J. B. Lippincott Co., 1919. Pp. vi+416.
- EWART, FRANK C. *Cuba Y Las Costumbres Cubanas*. Boston: Ginn & Co., 1919. Pp. xiv+157.
- FOERSTER, NORMAN, and STEADMAN, J. M., JR. *Sentences and Thinking*. Boston: Houghton Mifflin Co., 1919. Pp. iv+121. \$0.75.
- FORD, WALTER BURTON, and AMMERMAN, CHARLES. *Teachers' Manual, First Course in Algebra*. New York: Macmillan Co., 1919. Pp. 341.
- The Fundamentals of Citizenship*. Reconstruction Pamphlets, No. 6, June, 1919. Washington, D.C.: Committee on Special War Activities, National Catholic War Council. Pp. 92.
- GREENE, GEORGE G. *Exercises in Lettering—Slant Gothic*. Milwaukee, Wisconsin: Bruce Publishing Co., 1918. Pp. 31. \$0.10.
- GREENE, GEORGE G. *Exercises in Lettering—Vertical Gothic*. Milwaukee, Wisconsin: Bruce Publishing Co., 1919. Pp. 31. \$0.10.
- GRUENBERG, BENJAMIN C. *Elementary Biology*. Boston: Ginn & Co., 1919. Pp. x+528. \$1.56.
- JOHNSON, EMIL A. *Furniture Upholstery*. Peoria, Illinois: Manual Arts Press, 1919. Pp. 64. \$1.00.

- JONES, H. S. V. *Words and Sentences*. New York: Henry Holt & Co., 1919. Pp. iii+150.
- LAING, GRAHAM A. *An Introduction to Economics*. New York: Gregg Publishing Co., 1919. Pp. xi+454.
- LIPPS, OSCAR H. *Daily Lesson Plan Book for Vocational Instructors*. Milwaukee, Wisconsin: Bruce Publishing Co., 1919. \$0.80.
- A *Program for Citizenship*. Reconstruction Pamphlets, No. 5, July, 1919. Washington, D. C.: Committee on Special War Activities, National Catholic War Council. Pp. 14.
- QUINTERO, S., and J. ALVAREZ. *La Muela del Rey Farfán*. Edited by Aurelio M. Espinosa. Yonkers-on-Hudson, New York: World Book Co., 1919. Pp. xii+93. \$0.60.
- RIVAROL, ANTOINE. *De l'Universalite de la Langue Francaise*. Edited by W. W. Comfort. Boston: Ginn & Co., 1919. Pp. vi+62. \$0.50.
- SEAMAN, GEORGE W. *Progressive Steps in Architectural Drawing*. Peoria, Illinois: Manual Arts Press, 1919. Pp. 63. \$1.25.

#### D. PUBLICATIONS OF THE UNITED STATES BUREAU OF EDUCATION AND SIMILAR MATERIAL IN PAMPHLET FORM

Recent issues of the Bureau of Education:

- Bulletin No. 8, 1919—*Life of Henry Barnard*.
- Bulletin No. 36, 1919—*Education in Italy*.
- Bulletin No. 38, 1919—*Education in Switzerland, 1916-1918*.
- Bulletin No. 41, 1919—*An Educational Study of Alabama*.
- Bulletin No. 42, 1919—*Monthly Record of Current Educational Publications*.
- Nineteenth Annual Report of the Director of Education*. Manila, Philippine Islands: Bureau of Education, 1919. Pp. 195.

#### E. MISCELLANEOUS PUBLICATIONS

- BETTS, GEORGE HERBERT. *How to Teach Religion*. New York: Abingdon Press, 1919. Pp. 223. \$1.00, postage extra.
- GENUNG, JOHN FRANKLIN. *A Guidebook to the Biblical Literature*. Boston: Ginn & Co., 1919. Pp. xv+686. \$2.50.
- HILL, JOHN G. *The Prophets in the Light of Today*. New York: Abingdon Press, 1919. \$1.25.
- The League of Nations*. Edited by Stephen Pierce Duggan. Boston: Atlantic Monthly Press, 1919. Pp. xv+357. \$2.50.